

EVALUATION OF TEACHERS BY ELEMENTARY STUDENTS

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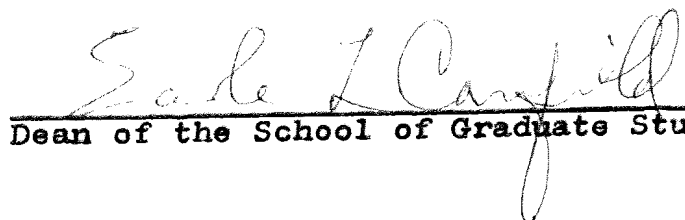

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Most researchers agree that student evaluations of teachers have considerable validity insofar as they measure the effect of the teacher's teaching on the students. Student opinion correlates with student achievement better than do administrators' opinions of the teachers' teaching. One reason is that students' evaluations are usually given as the average of a large number of individual students' ratings, whereas most often, only one administrator evaluates a teacher.

To make reliable evaluations, students must evaluate the teacher under favorable conditions. If the teacher is present while the evaluation is being made, or if the students' anonymity is not preserved, attempts may be made to curry favor with the teacher by writing flattering comments.

It is generally agreed that student evaluations of teachers should be used to help teachers see themselves as their students see them and thus be able to improve their teaching. According to West¹,

Student evaluation of instruction can be extremely valuable when a deficiency in method is recognized.

¹Dr. Owen L. West, Associate Professor of Education, West Virginia Wesleyan College, "Should Students Evaluate Teachers," West Virginia School Journal (January, 1968), 8, 36.

Trying to remedy the situation, but finding that a particular item on an appraisal form is marked low each semester, the teacher has reason to question the continuance of current procedures. Of course, it is gratifying when one's efforts are reflected by a rise in rating. Much of the guesswork in teaching is eliminated when you know that students have found your instruction to be effective.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to: (1) determine whether present elementary student evaluations are consistent with previous elementary student evaluations, and (2) to determine whether evaluations of teachers by students are consistent with those made by administrators and with those made by the teachers themselves. The overall problem was: Do elementary students have the ability to fairly evaluate their teacher?

Importance of the problem. All instructional groups are different intellectually, emotionally, and socially. Consequently, the teacher must be able to analyze the particular situation and determine appropriate methods. What is sympathetic teacher behaviour to one class may be threatening to another. Eliciting student opinions regarding instruction provides the means for determining the most desirable approach to use under prevailing conditions. Although it was not the primary purpose of this study, an attempt was made to develop an evaluation tool that could be used effectively at the elementary level.

The primary purpose of this study was to attempt to determine a degree of consistency of student evaluation of teachers.

Limitations of the study. This study was limited by the number of teachers evaluated. Each of the three teachers evaluated is considered to be a successful teacher. This limited the study to those considered to be successful. Success is defined here as having satisfactorily completed ten years teaching in the school system.

The study was limited by the fact that only elementary age students were surveyed. The study was further limited by the fact that the students surveyed were in a self-contained classroom situation, and so a small number of students were available for survey.

II. DEFINITION OF TERMS USED

Teachers, A, B, and C. The A, B, C, classification was used to identify three teachers who were evaluated by their students. This classification will permit anonymity, and prevent possible embarrassment to the teachers involved. These teachers have successfully taught in the elementary system at Knoxville, Iowa, for several years. They are presently teaching the second grade students involved in this study.

Second grade students. For the purpose of this study, second grade students will refer only to those students in grade two who are currently enrolled in the classes of teachers A, B, or C.

Fourth grade students. For the purpose of this study, fourth grade students will refer only to those students now enrolled in grade four in the Knoxville, Iowa, school system who were enrolled in the classes of teachers A, B, or C in grade two.

Sixth grade students. Sixth grade students will refer to those students now enrolled in grade six in the Knoxville, Iowa, school system who were enrolled in the classes of teachers A, B, or C in grade two.

III. THE PROCEDURE

The first step in this study was the development of a student evaluation form that could be used by students from grade two through grade six. This form and its development will be discussed in detail in Chapter III. This evaluation form was used by the students surveyed, by the teachers, and by the administrators.

Three Knoxville, Iowa, elementary teachers were chosen as subjects in this study, primarily because of the convenience of utilizing the teachers and students that were readily available.

The second grade students evaluated teachers A, and/or B, and/or C during a regular class period with the teachers out of the room. The evaluation was conducted by the investigator approximately two weeks prior to the end of the school year.

Specific instructions were given to the students concerning marking the answer sheets, and honesty and fairness were emphasized.

The questions were read and explained to the students as they completed the form. The same descriptive wording was used in each second grade class surveyed. All of the students of teacher A, B, and C were given an opportunity to complete the form.

The students in grades four and six evaluated the teachers using the same form. The instructions were the same as those given to the second grade classes, but the questions were not read or explained to the fourth and sixth grade students. The only fourth or sixth grade students surveyed were those that had been in the classes of teachers A, B, or C.

The administrator usually responsible for the evaluation of the elementary teachers (A, B, C) involved also evaluated each teacher using the same form as the students used. This evaluation was done without any knowledge of results from the evaluations done by the students.

Each of the three teachers involved in the study completed a self evaluation using the same form and technique as the students and administrators had done. This evaluation was done without any knowledge of results from the evaluation done by the students or the administrators.

An item analysis was made of all the evaluations. The responses for each class for each teacher were totaled. The percentage of students that responded 1, 2, 3, and 4 were computed for each class and for each teacher. (See Evaluation Form Appendix A). The mean response for each teacher by class was computed.

CHAPTER II

REVIEW OF LITERATURE

Teacher evaluation is one of the major problems facing the administrator in our schools today. It is considered a necessary evil by many, and ignored as long as possible each term. There has been considerable research in the general area of teacher evaluation, but, at this time, very little has been done in the area of student evaluation of teachers, and even less study in the specific area of the elementary student evaluating the teacher.

In a study by Beck,¹ it was concluded that a group of sixth grade students held the following attitudes:

The teacher should . . .

1. have a warm, friendly and supportive personality
2. have the ability to communicate in a clear and lucid manner
3. display behavior leading to either positive or negative motivation of the pupil
4. promote effective disciplining behavior which leads to proper conduct on the part of the pupil
5. display a flexibility which results in the introduction of novel perspective and the utilization of mechanical and audio visual aids to instruction.

It was stated by Dewey,

¹William R. Beck, "Pupils Perceptions of Teacher Merit: A Factor Analysis of Five Postulated Dimensions," The Journal of Educational Research, Vol. 61 (November, 1967), 127-28.

There is, I think no point in the philosophy of progressive education which is sounder than its emphasis upon the importance of the participation of the learner in the formation of purposes which direct his learning . . . just as there is no defect in traditional education greater than its failure to secure the active cooperation of the pupil in construction of the purposes involved in his studying.¹

In stating a case for student evaluation, Withall and Lewis said:

As it became more and more evident that superintendents', principals', supervisors', and board members' ratings of teachers showed very little reliability and little relationship to one another's assessments, the researchers on teachers' behaviors in the classroom began assiduously to collect student ratings of teachers. A more realistic attitude began to appear, one which held that student ratings might be merely "taken purely as an accumulation of opinion without raising any question of how valid that opinion may be." The views of the students may be prejudiced, mistaken, superficial, immature, but, whatever their validity, they exist and exert a powerful influence on the effectiveness of the course.²

In the discussion of student evaluation of teachers at Rutgers, Riley, Ryan and Lifshitz detailed the characteristics of an evaluation as follows:

1. Organization of Subject Matter
2. Speaking Ability
3. Ability to Explain
4. Encouragement to thinking
5. Attitude Toward Students
6. Knowledge of Subject
7. Attitude Toward Subject

¹ John Dewey, Experience and Education (New York: The Macmillan Company, 1938), pp. 77-78.

² John Withall and W. M. Lewis, "Social Interaction in the Classrooms," Handbook of Research on Teaching, W. L. Gage (ed.), 1963, pp. 47-48.

8. Fairness in Examinations
9. Tolerance to Disagreement
10. Instructor as "Human Being."¹

In a discussion of student evaluation of teachers, Remmers said, "What the teacher is and does is from the student viewpoint the important differential between high and low ratings."² Neither maturity, nor ability, nor the size of the class was found to have any significant effect on the ratings of instructors.

In a later study conducted by Tuckman and Oliver, the effectiveness of feedback was discussed. It was found that student feedback was the most effective method of changing teacher behavior.

The study was conducted using a number of teachers who were subjected to one of four conditions: (1) feedback from students only, (2) feedback from supervisors, (3) feedback from both students and supervisors, and (4) no feedback.³

It was found that feedback from students only produced a positive change among the teachers studied. Feedback from both students and supervisors produced less positive change, and feedback from supervisors produced a negative result.

¹John W. Riley, Jr., Brice F. Ryan, and Marcia Lifshitz, "The Student Looks at His Teacher," (New Brunswick, New Jersey: Rutgers University Press, 1950), 55-56.

²H. H. Remmers, "The College Professor as the Student Sees Him," Purdue Studies in Higher Education, XI (1929), 52.

³B. W. Tuckman and Wilmot F. Oliver, "Effectiveness of Feedback to Teachers as a Function of Source," Journal of Educational Psychology, Vol. 59 (August, 1968), 297-301.

The research done by Withall and Lewis, and that done by Tuckman and Oliver, would tend to indicate that when a change in teacher attitude is desired, the use of student evaluation is valuable. This is not a generally accepted philosophy at this time, however.

In a study conducted by Remmers and Gage, the possibility that pupils' judgments of teachers may be affected and distorted by such irrelevant factors as grades, amount of work required by the teacher, the pupils' interest in the subject, and a lack of seriousness in making the ratings. It was pointed out that correlational studies have shown little relationship between most of these factors and ratings of teachers; in particular, pupils' grades, attitudes toward subjects, amount of work required by teachers, and general attitude toward school have been found to correlate to only a low degree, or not at all, with their ratings of teachers.¹

A Diagnostic Teacher-rating Scale constructed by Tschechtelin and edited by Remmers is designed for elementary school children. The scale is divided into two parts, a general survey, and a diagnostic instrument which provides information regarding the strengths and weakness of teachers. In both parts, seven different aspects of the teacher's work are considered:

¹H. H. Remmers and N. L. Gage, Educational Measurement and Evaluation (New York: Happer Brothers, 1943), pp. 470-471.

1. Liking for teacher
2. Ability to explain
3. Kindness, friendliness, and understanding
4. Fairness in grading
5. Discipline (Keeping order with the children)
6. Amount of work required
7. Liking for lessons.¹

Goodenough stated, in a discussion of acceptable methods for use in student evaluation of teachers,

In the forced choice system of evaluation, several groups of words or phrases are used, ranging from complimentary words or phrases to uncomplimentary words or phrases. The evaluator checks the words or phrases that best describe the teacher.²

Biber said,

Although the final measurement of teaching effectiveness is to be seen in its results in the pupils, these results are so bound up with many other subtle elements that they are largely incapable of serving as indication of teacher effectiveness.³

¹Ibid., pp. 472-473.

²Eva Goodenough, "The Forced Choice Technique as a Method of Discovering Effective Teacher Personality," Journal of Educational Research, LI (September, 1957), 25-31.

³Barbara Biber, "Problems of Values and Measures in Evaluation of Teaching," Educational Leadership, XV (January, 1958), 213.

CHAPTER III

TECHNIQUE AND RESULTS OF THE STUDY

This study was conducted in order to collect information concerning the consistency of elementary students' evaluation of teachers. There have been studies conducted in the past concerning evaluation of secondary teachers and of college professors, but very little can be found concerning student evaluation of the elementary teacher. It was believed that the evaluation of the elementary teachers by their students would be valuable as a part of the total teacher evaluation program. A resume and analysis of the data obtained are presented here.

I. DEVELOPMENT OF THE EVALUATION FORM

The prime objective of this study was not the development of an effective evaluation tool, but the development was a necessary pre-requisite. The development of a valid and complete tool for teacher evaluation by elementary students could well be a study in itself.

The practice of student evaluation of the teacher at the elementary level is not a common one. If there is an evaluation done, it usually is oral, or, at best, if written, a few brief comments on the students' opinion of the instructor. The student is concerned with the teacher's

reaction to any criticism, and so can usually be counted on to give an evaluation that will be acceptable to the teacher unless the evaluator is allowed to remain anonymous.

The evaluation form used in this study is a modification of one used recently in an Iowa High School and in local colleges and universities.¹ The form was simplified and reduced in size so as to make it acceptable for use on the elementary level. The numbers 1, 2, 3, and 4 on the rating scale were given explanator words such as, (1) none, (2) little, (3) adequate, and (4) great.

An example of this Scale for Rating Teachers is found in Appendix A of this study, and is the form used by all surveyed in this study.

II. CHOOSING THE TEACHERS TO BE EVALUATED

The teachers chosen to be evaluated in this study were considered successful by the administrators involved, and by most of the parents contacted in reference to the study. The teachers referred to as teachers A, B, and C, have taught a combined total of forty-four years, and each has taught a minimum of nine years in the Knoxville, Iowa, school system. The longevity of service tends to support the view of their success.

¹Willard I. Prather, "Student Evaluation of Teachers, Is It Consistent with Former Students, Administrators and Teachers at the Secondary Level," Unpublished Field Report, Drake University, 1969.

The teachers involved were chosen primarily because of their willingness to participate in the study, and by nomination by their respective administrators. The longevity of service was necessary so as to insure the largest possible participation of fourth and sixth grade students in this study.

III. THE RESULTS OF THE EVALUATION OF TEACHER A

Second grade evaluations. The Scale for Rating Teachers¹ was completed by the twenty-nine second grade students in the class of teacher A.

Table I shows that teacher A was rated in the top category by fifty-one per cent of the students, and in the next to the top category by thirty-two per cent of the students. This makes a total of eighty-three per cent of the responses for teacher A in the top two categories. In fourteen of twenty categories, the teacher was given a "4", the highest rating. The mean response to all questions was 3.31, with 4.00 the highest possible response, 1.0 the lowest.

The lowest rating given to teacher A by the second grade was in answer to the question dealing with returning tests and papers to the students promptly. The questions concerning the teacher's encouraging the student to talk about his ideas and the question dealing with the teacher's

¹See Appendix A.

TABLE I

RESPONSES OF THE SECOND GRADE STUDENTS IN KNOXVILLE,
IOWA, ELEMENTARY SCHOOLS IN EVALUATION OF
TEACHER "A" USING THE SCALE FOR
RATING TEACHERS,
MAY, 1970

QUESTION (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?	0	1	5	<u>23</u>
2. Is your teacher generally on time for class and recess?	2	1	<u>16</u>	10
3. Does your teacher have control of her class?	3	4	10	<u>12</u>
4. Is your teacher prepared for class?	0	2	4	<u>23</u>
5. Does your teacher allow enough time to talk about your lessons?	2	4	<u>12</u>	11
6. Are your classes generally interesting and fun?	1	2	11	<u>15</u>
7. Does your teacher encourage you to discuss the lesson in class?	1	4	10	<u>14</u>
8. Is your teacher available after class or after school?	0	1	12	<u>16</u>
9. Does your teacher speak loudly and clearly in class?	0	4	12	<u>13</u>
10. Does your teacher encourage you to think and talk about your ideas?	2	6	<u>14</u>	7
11. Is your teacher able to explain things to you easily?	0	3	12	<u>14</u>
12. Does your teacher give you enough time to complete your lessons?	1	5	<u>13</u>	10
13. Does your teacher hand back your papers and tests right away?	4	<u>12</u>	8	5
14. Does your teacher like to try new and different ways of teaching?	0	6	10	<u>13</u>
15. Does your teacher like her students and want to help them?	0	2	3	<u>24</u>
16. Is your teacher enthusiastic about your lessons?	2	8	<u>14</u>	5
17. Does your teacher have a sense of humor?	0	5	10	<u>14</u>

TABLE I (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
18. Is your teacher fair in handling discipline?	2	5	2	<u>20</u>
19. Is your teacher happy and fun to be with?	0	2	4	<u>23</u>
20. Over-all ranking of teacher	0	0	6	<u>23</u>
TOTAL	20	77	188	295
TOTAL EXPRESSION IN PER CENT	03.45	13.28	32.41	50.86

enthusiasm about the lesson were also given low marks by the second grade students.

Fourth grade evaluations. Teacher A was rated by nineteen fourth grade students using the Scale for Rating Teachers.¹

Table II shows that the fourth grade students rated Teacher A slightly higher than did the second grade students. Fifty-three per cent of the fourth grade students rated Teacher A in the top category, and thirty-three per cent of the fourth grade students rated Teacher A in the next to the top category. This makes a total of eighty-six per cent of the responses for Teacher A in the top two categories. Thirteen out of a possible twenty most frequent responses for

¹See Appendix A.

TABLE II

RESPONSES OF THE FOURTH GRADE STUDENTS IN KNOXVILLE,
IOWA, ELEMENTARY SCHOOLS IN EVALUATION OF TEACHER
"A" USING THE SCALE FOR RATING TEACHERS,
MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?	0	0	3	<u>16</u>
2. Is your teacher generally on time for class and recess?	0	1	<u>10</u>	8
3. Does your teacher have control of her class?	0	0	3	<u>16</u>
4. Is your teacher prepared for class?	0	0	3	<u>16</u>
5. Does your teacher allow enough time to talk about your lessons?	0	3	<u>8</u>	<u>8</u>
6. Are your classes generally interesting and fun?	0	6	6	<u>7</u>
7. Does your teacher encourage you to discuss the lesson in class?	0	4	<u>10</u>	5
8. Is your teacher available after class or after school?	0	3	<u>11</u>	5
9. Does your teacher speak loudly and clearly in class?	0	0	6	<u>13</u>
10. Does your teacher encourage you to think and talk about your ideas?	0	3	2	7
11. Is your teacher able to explain things to you easily?	0	0	7	<u>12</u>
12. Does your teacher give you enough time to complete your lessons?	0	1	7	<u>11</u>
13. Does your teacher hand back your papers and tests right away?	3	<u>7</u>	<u>7</u>	2
14. Does your teacher like to try new and different ways of teaching?	1	2	8	1
15. Does your teacher like her students and want to help them?	0	0	1	<u>18</u>
16. Is your teacher enthusiastic about your lessons?	1	1	<u>11</u>	6
17. Does your teacher have a sense of humor?	0	5	5	2
18. Is your teacher fair in handling discipline?	0	1	3	<u>15</u>

TABLE II (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
19. Is your teacher happy and fun to be with?	0	2	4	<u>13</u>
20. Over-all ranking of teacher.	0	1	4	<u>14</u>
TOTAL	5	47	126	202
TOTAL EXPRESSION IN PER CENT	01.32	12.36	33.16	53.16

teacher A were "4", the top category. The mean response to all questions was 3.38, with 4.00 the highest possible response.

The fourth grade students marked the questions dealing with the teacher's returning tests and papers promptly and the question concerning the teacher's trying new and different ways of teaching as areas of felt weakness for teacher A. This is in partial agreement with the second grade students who evaluated teacher A.

Sixth grade evaluations. Only twelve sixth grade students evaluated Teacher A.

Table III shows that thirty-nine per cent of the sixth grade students rated teacher A in the top category, and forty-five per cent of the students rated the teacher in the next to the top category. This is a total of eighty-four per cent of the responses for teacher A in the top two categories.

TABLE III

RESPONSES OF THE SIXTH GRADE STUDENTS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATION OF TEACHER "A" USING
THE SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?	0	0	<u>6</u>	<u>6</u>
2. Is your teacher generally on time for class and recess?	0	0	5	<u>7</u>
3. Does your teacher have control of her class?	0	0	5	<u>7</u>
4. Is your teacher prepared for class?	0	0	5	<u>7</u>
5. Does your teacher allow enough time to talk about your lessons?	1	0	<u>8</u>	3
6. Are your classes generally interesting and fun?	0	<u>5</u>	4	3
7. Does your teacher encourage you to discuss the lesson in class?	0	<u>4</u>	<u>4</u>	<u>4</u>
8. Is your teacher available after class or after school?	0	1	2	2
9. Does your teacher speak loudly and clearly in class?	0	0	2	<u>10</u>
10. Does your teacher encourage you to think and talk about your ideas?	1	2	3	<u>6</u>
11. Is your teacher able to explain things to you easily?	0	0	<u>7</u>	5
12. Does your teacher give you enough time to complete your lessons?	0	0	<u>12</u>	0
13. Does your teacher hand back your papers and tests right away?	1	<u>6</u>	3	2
14. Does your teacher like to try new and different ways of teaching?	2	<u>6</u>	4	0
15. Does your teacher like her students and want to help them?	1	1	1	2
16. Is your teacher enthusiastic about your lessons?	0	1	<u>7</u>	4
17. Does your teacher have a sense of humor?	1	2	4	<u>5</u>
18. Is your teacher fair in handling discipline?	0	1	6	<u>5</u>

TABLE III (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
19. Is your teacher happy and fun to be with?	0	3	6	3
20. Over-all ranking of teacher.	0	1	6	5
TOTAL	7	33	107	93
TOTAL EXPRESSION IN PER CENT	02.92	13.75	44.58	38.75

Only seven of the twenty questions, however, were most frequently marked in the top category. The mean response to all questions was 3.19, with 4.00 the highest response.

The sixth grade students marked the questions dealing with the teacher's returning papers and tests promptly, and the question concerning the teacher's trying new and different ways of teaching as areas of weakness for teacher A. This too, was consistent with the evaluations from grades two and four. Grade six, however, generally rated teacher A lower than did grades two and four.

IV. THE RESULTS OF THE EVALUATION OF TEACHER B

Second grade evaluations. Twenty-seven second grade students evaluated teacher B using the Scale for Rating Teachers.¹ Table IV shows that teacher B was rated in the top category by sixty-one per cent of the students, and in the next to the top category by twenty-nine per cent of the

¹ See Appendix A.

TABLE IV

RESPONSES OF THE SECOND GRADE STUDENTS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATION OF TEACHER "B" USING
THE SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?	1	0	1	<u>25</u>
2. Is your teacher generally on time for class and recess?	1	1	7	<u>18</u>
3. Does your teacher have control of her class?	1	2	<u>15</u>	9
4. Is your teacher prepared for class?	1	0	4	<u>22</u>
5. Does your teacher allow enough time to talk about your lessons?	1	5	4	<u>17</u>
6. Are your classes generally interesting and fun?	3	4	<u>13</u>	7
7. Does your teacher encourage you to discuss the lesson in class?	2	3	8	<u>14</u>
8. Is your teacher available after class or after school?	0	2	<u>17</u>	8
9. Does your teacher speak loudly and clearly in class?	0	0	5	<u>22</u>
10. Does your teacher encourage you to think and talk about your ideas?	1	1	5	<u>20</u>
11. Is your teacher able to explain things to you easily?	0	1	7	<u>19</u>
12. Does your teacher give you enough time to complete your lessons?	0	1	4	<u>22</u>
13. Does your teacher hand back your papers and tests right away?	1	6	<u>12</u>	8
14. Does your teacher like to try new and different ways of teaching?	2	2	<u>12</u>	11
15. Does your teacher like her students and want to help them?	0	0	2	<u>25</u>
16. Is your teacher enthusiastic about your lessons?	5	3	<u>12</u>	7
17; Does your teacher have a sense of humor?	0	4	<u>16</u>	7
18. Is your teacher fair in handling discipline?	0	0	6	<u>21</u>
19. Is your teacher happy and fun to be with?	0	0	2	<u>25</u>

TABLE IV (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
20. Over-all ranking of teacher.	3	1	2	21
TOTAL	22	36	154	328
TOTAL EXPRESSION IN PER CENT	04.07	06.67	28.52	60.74

students. This is a total of ninety per cent of the responses for teacher B in the top two categories. In thirteen of twenty categories, the teacher was given the highest rating, a "4". The mean response to all questions was 3.46, with 4.0 the highest response.

The second grade class marked the question concerning teacher enthusiasm about the students' lessons as the area of greatest felt weakness.

Fourth grade evaluation. Nineteen fourth grade students evaluated teacher B. As indicated on Table V, teacher B was rated in the top category by fifty-nine per cent of the students, and in the next to the top category by twenty-nine per cent of the students. This is a total of eighty-eight per cent of the responses for teacher B in the top two categories. In fourteen of twenty categories, the teacher was given a "4", the highest rating. The mean response to all questions was 3.46, with 4.00 the highest response.

TABLE V

RESPONSES OF THE FOURTH GRADE STUDENTS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATION OF TEACHER "B" USING
THE SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?	0	0	2	<u>17</u>
2. Is your teacher generally on time for class and recess?	0	1	6	<u>12</u>
3. Does your teacher have control of her class?	0	0	3	<u>16</u>
4. Is your teacher prepared for class?	1	1	4	<u>13</u>
5. Does your teacher allow enough time to talk about your lessons?	1	0	5	<u>13</u>
6. Are your classes generally interesting and fun?	0	2	<u>12</u>	5
7. Does your teacher encourage you to discuss the lesson in class?	1	1	6	<u>11</u>
8. Is your teacher available after class or after school?	1	0	<u>11</u>	7
9. Does your teacher speak loudly and clearly in class?	0	2	4	<u>13</u>
10. Does your teacher encourage you to think and talk about your ideas?	0	4	<u>8</u>	7
11. Is your teacher able to explain things to you easily?	0	1	2	2
12. Does your teacher give you enough time to complete your lessons?	0	1	6	<u>12</u>
13. Does your teacher hand back your papers and tests right away?	0	3	<u>12</u>	4
14. Does your teacher like to try new and different ways of teaching?	1	<u>8</u>	5	5
15. Does your teacher like her students and want to help them?	0	3	3	<u>13</u>
16. Is your teacher enthusiastic about your lessons?	0	4	7	<u>8</u>
17. Does your teacher have a sense of humor?	0	2	1	<u>16</u>
18. Is your teacher fair in handling discipline?	0	1	2	<u>16</u>
19. Is your teacher happy and fun to be with?	1	1	5	12

TABLE V (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
20. Over-all ranking of teacher.	1	1	1	16
TOTAL	7	36	112	225
TOTAL EXPRESSION IN PER CENT	01.85	09.47	29.47	59.21

The fourth grade students evaluating teacher B felt some weakness in the area of trying new and different ways of teaching.

Sixth grade evaluation. A total of seventeen sixth grade students completed evaluation forms for teacher B. As indicated on Table VI, teacher B was rated in the top category by fifty-two per cent of the students, and in the next to the top category by thirty-three per cent of the students. Teacher B had a total of eighty-five per cent of the responses in the top two categories. In thirteen of the categories, the teacher was given the highest rating, a "4". The mean response to all questions was 3.34, with 4.00 the highest response.

The sixth grade agreed with the fourth grade in that they marked as an area of weakness, the trying of new and different ways of teaching.

TABLE VI

RESPONSES OF THE SIXTH GRADE STUDENTS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATION OF TEACHER "B" USING
THE SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?	0	0	1	<u>16</u>
2. Is your teacher generally on time for class and recess?	0	1	<u>8</u>	<u>8</u>
3. Does your teacher have control of her class?	0	0	2	<u>15</u>
4. Is your teacher prepared for class?	0	0	4	<u>13</u>
5. Does your teacher allow enough time to talk about your lessons?	0	0	<u>11</u>	6
6. Are your classes generally interesting and fun?	0	4	6	<u>7</u>
7. Does your teacher encourage you to discuss the lesson in class?	1	4	2	3
8. Is your teacher available after class or after school?	0	1	<u>10</u>	6
9. Does your teacher speak loudly and clearly in class?	0	0	5	<u>12</u>
10. Does your teacher encourage you to think and talk about your ideas?	0	4	<u>7</u>	6
11. Is your teacher able to explain things to you easily?	0	1	<u>9</u>	7
12. Does your teacher give you enough time to complete your lessons?	1	0	<u>9</u>	7
13. Does your teacher hand back your papers and tests right away?	2	3	<u>6</u>	<u>6</u>
14. Does your teacher like to try new and different ways of teaching?	3	<u>8</u>	3	3
15. Does your teacher like her students and want to help them?	0	2	0	<u>15</u>
16. Is your teacher enthusiastic about your lessons?	2	2	6	<u>7</u>
17. Does your teacher have a sense of humor?	0	2	4	<u>11</u>
18. Is your teacher fair in handling discipline?	2	1	5	2
19. Is your teacher happy and fun to be with?	1	2	3	11

TABLE VI (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
TOTAL	12	37	113	178
TOTAL EXPRESSION IN PER CENT	03.53	10.88	33.24	52.35

V. THE RESULTS OF THE EVALUATION OF TEACHER C

Second grade evaluations. Teacher C was evaluated by twenty-two second grade students. Table VII shows that fifty-three per cent of the pupils rated teacher C in the top category, and thirty per cent rated the teacher in the next to the top category. This makes a total of eighty-three per cent of the responses for teacher C in the top two categories. In twelve of twenty categories, the most frequent responses were in the top category for teacher C. The mean response to all questions was 3.33, with 4.00 the highest response.

Teacher C received low ratings in the questions, "Does your teacher encourage you to think and talk about your ideas?", and, "Is your teacher enthusiastic about your lessons?", and, "Does your teacher have a sense of humor?"

Fourth grade evaluations. Of the seventeen fourth grade students completing the evaluation, thirty-eight per cent of the students rated teacher C in the top category.

TABLE VII

RESPONSES OF THE SECOND GRADE STUDENTS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATION OF TEACHER "C" USING
THE SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?	0	0	1	<u>21</u>
2. Is your teacher generally on time for class and recess?	0	3	<u>10</u>	9
3. Does your teacher have control of her class?	0	1	<u>17</u>	4
4. Is your teacher prepared for class?	0	2	6	<u>14</u>
5. Does your teacher allow enough time to talk about your lessons?	0	2	5	<u>15</u>
6. Are your classes generally interesting and fun?	1	3	6	<u>12</u>
7. Does your teacher encourage you to discuss the lesson in class?	0	7	<u>8</u>	7
8. Is your teacher available after class or after school?	1	3	6	<u>12</u>
9. Does your teacher speak loudly and clearly in class?	1	0	10	<u>11</u>
10. Does your teacher encourage you to think and talk about your ideas?	0	<u>13</u>	6	3
11. Is your teacher able to explain things to you easily?	0	5	2	8
12. Does your teacher give you enough time to complete your lessons?	1	0	7	<u>14</u>
13. Does your teacher hand back your papers and tests right away?	3	3	2	7
14. Does your teacher like to try new and different ways of teaching?	0	5	5	<u>12</u>
15. Does your teacher like her students and want to help them?	0	1	5	<u>16</u>
16. Is your teacher enthusiastic about your lessons?	2	<u>8</u>	6	6
17. Does your teacher have a sense of humor?	0	17	<u>7</u>	5
18. Is your teacher fair in handling discipline?	0	2	2	<u>18</u>
19. Is your teacher happy and fun to be with?	0	0	5	<u>17</u>

TABLE VII (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
20. Over-all ranking of teacher.	0	0	1	21
TOTAL	9	68	131	232
TOTAL EXPRESSION IN PER CENT	02.04	15.45	29.78	52.73

Thirty-six per cent of the students rated teacher C in the next to the top category. The total of the responses in the top two categories for teacher C is seventy-four per cent. In nine of twenty categories, the most frequent responses fell in the top category. The mean response to all questions was 3.05, with 4.00 the highest response.

Teacher C received low ratings in the question concerning the teacher's returning tests and papers promptly, and to the question dealing with the teacher's encouraging the student to talk about his ideas in class, as shown in Table VIII.

Sixth grade evaluations. Twenty-two sixth grade students evaluated teacher C. Table IX shows that thirty-seven per cent of the students rated teacher C in the top category, and forty-four per cent of the students rated teacher C in the next to the top category. The total of the responses in the top two categories for teacher C was eighty-one per cent. In five of the twenty categories, the most frequent responses fell in the top category in the

TABLE VIII

RESPONSES OF THE FOURTH GRADE STUDENTS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATION OF TEACHER "C" USING
THE SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?	0	0	3	<u>14</u>
2. Is your teacher generally on time for class and recess?	0	1	7	<u>2</u>
3. Does your teacher have control of her class?	1	3	4	<u>2</u>
4. Is your teacher prepared for class?	0	0	5	<u>12</u>
5. Does your teacher allow enough time to talk about your lessons?	0	3	<u>10</u>	4
6. Are your classes generally interesting and fun?	2	2	<u>2</u>	4
7. Does your teacher encourage you to discuss the lesson in class?	1	2	6	<u>8</u>
8. Is your teacher available after class or after school?	0	2	<u>2</u>	6
9. Does your teacher speak loudly and clearly in class?	0	3	5	<u>2</u>
10. Does your teacher encourage you to think and talk about your ideas?	4	<u>7</u>	5	1
11. Is your teacher able to explain things to you easily?	1	5	4	<u>7</u>
12. Does your teacher give you enough time to complete your lessons?	0	0	<u>12</u>	5
13. Does your teacher hand back your papers and tests right away?	<u>11</u>	2	4	0
14. Does your teacher like to try new and different ways of teaching?	1	<u>7</u>	6	3
15. Does your teacher like her students and want to help them?	0	0	5	<u>12</u>
16. Is your teacher enthusiastic about your lessons?	1	5	<u>6</u>	5
17. Does your teacher have a sense of humor?	2	2	<u>8</u>	5
18. Is your teacher fair in handling discipline?	0	3	6	<u>8</u>
19. Is your teacher happy and fun to be with?	0	5	<u>6</u>	<u>6</u>

TABLE VIII (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
20. Over-all ranking of teacher.	3	7	4	3
TOTAL	27	59	124	130
TOTAL				
EXPRESSION				
IN PER CENT	07.94	17.35	36.47	38.24

TABLE IX

RESPONSES OF THE SIXTH GRADE STUDENTS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATION OF TEACHER "C" USING
THE SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?	0	0	7	<u>15</u>
2. Is your teacher generally on time for class and recess?	1	1	<u>12</u>	8
3. Does your teacher have control of her class?	0	1	7	<u>14</u>
4. Is your teacher prepared for class?	0	0	9	<u>13</u>
5. Does your teacher allow enough time to talk about your lessons?	1	3	<u>11</u>	7
6. Are your classes generally interesting and fun?	1	4	<u>11</u>	6
7. Does your teacher encourage you to discuss the lesson in class?	3	6	<u>10</u>	3
8. Is your teacher available after class or after school?	0	3	<u>13</u>	6
9. Does your teacher speak loudly and clearly in class?	0	1	6	<u>15</u>
10. Does your teacher encourage you to think and talk about your ideas?	1	5	<u>11</u>	5
11. Is your teacher able to explain things to you easily?	1	1	8	<u>12</u>
12. Does your teacher give you enough time to complete your lessons?	1	2	<u>14</u>	5
13. Does your teacher hand back your papers and tests right away?	3	6	<u>8</u>	5
14. Does your teacher like to try new and different ways of teaching?	3	2	6	4
15. Does your teacher like her students and want to help them?	0	3	8	<u>11</u>
16. Is your teacher enthusiastic about your lessons?	1	5	<u>10</u>	6
17. Does your teacher have a sense of humor?	0	<u>10</u>	8	4
18. Is your teacher fair in handling discipline?	1	1	<u>12</u>	8
19. Is your teacher happy and fun to be with?	1	5	<u>8</u>	<u>8</u>

TABLE IX (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
20. Over-all ranking of teacher.	0	2	<u>13</u>	7
TOTAL	18	68	192	162
TOTAL EXPRESSION IN PER CENT	04.09	15.45	43.64	36.82

evaluation of teacher C. The mean response to all questions was 3.13, with 4.00 the highest response.

It is apparent that students, both present and past, tend to observe the same areas of felt weakness. There is some variance between classes as to areas of strength.

IV. THE RESULTS OF THE PRINCIPALS' EVALUATIONS OF TEACHERS A, B, AND C

The elementary principals evaluated the subject teachers using the same Scale for Rating Teachers,¹ that was used by the students. The results of these evaluations are found in Tables X, XI, and XII. The mean responses were 3.20 for teacher A, 3.05 for teacher B, and 3.25 for teacher C, with 4.00 the highest response. Generally speaking, the students rated the teachers higher than did the principals.

¹See Appendix A.

TABLE X

RESPONSES OF THE ELEMENTARY PRINCIPALS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATING TEACHER "A" USING THE
SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?			x	
2. Is your teacher generally on time for class and recess?			x	
3. Does your teacher have control of her class?				x
4. Is your teacher prepared for class?			x	
5. Does your teacher allow enough time to talk about your lessons?			x	
6. Are your classes generally interesting and fun?		x		
7. Does your teacher encourage you to discuss the lesson in class?			x	
8. Is your teacher available after class or after school?				x
9. Does your teacher speak loudly and clearly in class?				x
10. Does your teacher encourage you to think and talk about your ideas?			x	
11. Is your teacher able to explain things to you easily?			x	
12. Does your teacher give you enough time to complete your lessons?			x	
13. Does your teacher hand back your papers and tests right away?				x
14. Does your teacher like to try new and different ways of teaching?			x	
15. Does your teacher like her students and want to help them?				x
16. Is your teacher enthusiastic about your lessons?			x	
17. Does your teacher have a sense of humor?			x	
18. Is your teacher fair in handling discipline?				x
19. Is your teacher happy and fun to be with?		x		

TABLE X (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
20. Over-all ranking of teacher			x	
TOTAL	0	2	12	6

TABLE XI

RESPONSES OF THE ELEMENTARY PRINCIPALS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATING TEACHER "B" USING THE
SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?				x
2. Is your teacher generally on time for class and recess?			x	
3. Does your teacher have control of her class?			x	
4. Is your teacher prepared for class?				x
5. Does your teacher allow enough time to talk about your lessons?			x	
6. Are your classes generally interesting and fun?			x	
7. Does your teacher encourage you to discuss the lesson in class?			x	
8. Is your teacher available after class or after school?			x	
9. Does your teacher speak loudly and clearly in class?				x
10. Does your teacher encourage you to think and talk about your ideas?			x	
11. Is your teacher able to explain things to you easily?			x	
12. Does your teacher give you enough time to complete your lessons?			x	
13. Does your teacher hand back your papers and tests right away?			x	
14. Does your teacher like to try new and different ways of teaching?			x	
15. Does your teacher like her students and want to help them?				x
16. Is your teacher enthusiastic about your lessons?			x	
17. Does your teacher have a sense of humor?			x	
18. Is your teacher fair in handling discipline?				x
19. Is your teacher happy and fun to be with?			x	

TABLE XI (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
20. Over-all ranking of teacher.			x	
TOTAL	0	0	15	5

TABLE XII

RESPONSES OF THE ELEMENTARY PRINCIPALS IN KNOXVILLE, IOWA,
ELEMENTARY SCHOOLS IN EVALUATING TEACHER "C" USING THE
SCALE FOR RATING TEACHERS, MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?				x
2. Is your teacher generally on time for class and recess?				x
3. Does your teacher have control of her class?			x	
4. Is your teacher prepared for class?			x	
5. Does your teacher allow enough time to talk about your lessons?			x	
6. Are your classes generally interesting and fun?			x	
7. Does your teacher encourage you to discuss the lesson in class?			x	
8. Is your teacher available after class or after school?				x
9. Does your teacher speak loudly and clearly in class?				x
10. Does your teacher encourage you to think and talk about your ideas?			x	
11. Is your teacher able to explain things to you easily?			x	
12. Does your teacher give you enough time to complete your lessons?			x	
13. Does your teacher hand back your papers and tests right away?			x	
14. Does your teacher like to try new and different ways of teaching?			x	
15. Does your teacher like her students and want to help them?				x
16. Is your teacher enthusiastic about your lessons?			x	
17. Does your teacher have a sense of humor?		x		
18. Is your teacher fair in handling discipline?				x
19. Is your teacher happy and fun to be with?			x	

TABLE XII (continued)

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
20. Over-all ranking of teacher.			x	
TOTAL	0	1	13	6

VII. THE RESULTS OF THE SELF EVALUATIONS
OF TEACHERS A, B, AND C

Each of the subject teachers evaluated herself using the Rating Scale for Teachers. The results of their evaluations are found in Tables XIII, XIV, and XV. The mean responses were 2.70 for teacher A, 2.85 for teacher B, and 3.00 for teacher C with 4.00 the highest.

Teachers A and C rated themselves somewhat lower than the Principal did, whereas, all three teachers rated themselves lower than did the students.

TABLE XIII

RESPONSES OF TEACHER "A" IN THE KNOXVILLE, IOWA,
ELEMENTARY SYSTEM IN SELF EVALUATION,
MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?		x		
2. Is your teacher generally on time for class and recess?				x
3. Does your teacher have control of her class?			x	
4. Is your teacher prepared for class?			x	
5. Does your teacher allow enough time to talk about your lessons?			x	
6. Are your classes generally interesting and fun?		x		
7. Does your teacher encourage you to discuss the lesson in class?		x		
8. Is your teacher available after class or after school?			x	
9. Does your teacher speak loudly and clearly in class?				x
10. Does your teacher encourage you to think and talk about your ideas?			x	
11. Is your teacher able to explain things to you easily?			x	
12. Does your teacher give you enough time to complete your lessons?			x	
13. Does your teacher hand back your papers and tests right away?		x		
14. Does your teacher like to try new and different ways of teaching?			x	
15. Does your teacher like her students and want to help them?				x
16. Is your teacher enthusiastic about your lessons?		x		
17. Does your teacher have a sense of humor?		x		
18. Is your teacher fair in handling discipline?		x		
19. Is your teacher happy and fun to be with?		x		
20. Over-all ranking of teacher.		x		
TOTALS	0	9	8	3

TABLE XIV

RESPONSES OF TEACHER "B" IN THE KNOXVILLE, IOWA,
ELEMENTARY SYSTEM IN SELF EVALUATION,
MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?			x	
2. Is your teacher generally on time for class and recess?				x
3. Does your teacher have control of her class?			x	
4. Is your teacher prepared for class?			x	
5. Does your teacher allow enough time to talk about your lessons?			x	
6. Are your classes generally interesting and fun?		x		
7. Does your teacher encourage you to discuss the lesson in class?				x
8. Is your teacher available after class or after school?			x	
9. Does your teacher speak loudly and clearly in class?			x	
10. Does your teacher encourage you to think and talk about your ideas?		x		
11. Is your teacher able to explain things to you easily?			x	
12. Does your teacher give you enough time to complete your lessons?			x	
13. Does your teacher hand back your papers and tests right away?			x	
14. Does your teacher like to try new and different ways of teaching?		x		
15. Does your teacher like her students and want to help them?			x	
16. Is your teacher enthusiastic about your lessons?			x	
17. Does your teacher have a sense of humor?		x		
18. Is your teacher fair in handling discipline?			x	
19. Is your teacher happy and fun to be with?			x	
20. Over-all ranking of teacher.		x		
TOTALS	0	5	13	2

TABLE XV

RESPONSES OF TEACHER "C" IN THE KNOXVILLE, IOWA,
ELEMENTARY SYSTEM IN SELF EVALUATION
MAY, 1970

QUESTIONS (1-4 = LOW TO HIGH)	RESPONSES			
	1	2	3	4
1. Generally speaking, how is your teacher generally dressed?				x
2. Is your teacher generally on time for class and recess?			x	
3. Does your teacher have control of her class?			x	
4. Is your teacher prepared for class?			x	
5. Does your teacher allow enough time to talk about your lessons?			x	
6. Are your classes generally interesting and fun?			x	
7. Does your teacher encourage you to discuss the lesson in class?			x	
8. Is your teacher available after class or after school?			x	
9. Does your teacher speak loudly and clearly in class?			x	
10. Does your teacher encourage you to think and talk about your ideas?			x	
11. Is your teacher able to explain things to you easily?			x	
12. Does your teacher give you enough time to complete your lessons?			x	
13. Does your teacher hand back your papers and tests right away?		x		
14. Does your teacher like to try new and different ways of teaching?		x		
15. Does your teacher like her students and want to help them?				x
16. Is your teacher enthusiastic about your lessons?			x	
17. Does your teacher have a sense of humor?			x	
18. Is your teacher fair in handling discipline?			x	
19. Is your teacher happy and fun to be with?			x	
20. Over-all ranking of teacher.			x	
TOTALS	0	2	16	2

VIII. COMPARISONS OF STUDENT, PRINCIPAL, AND TEACHER EVALUATIONS

Table XVI shows the total mean responses of all evaluations of the three second grade teachers. The investigator notes that in most instances the students rated the teachers higher than did either the principal or the teacher herself.

The key question was the last one on the rating scale. This question dealt with the over-all ranking of the teachers. Table XVII shows the most frequent response of the students compared with that of the principal and the teacher.

TABLE XVI

TOTAL MEAN RESPONSES OF ALL EVALUATIONS OF THREE SECOND
GRADE TEACHERS IN THE KNOXVILLE, IOWA, SCHOOL
SYSTEM, MAY, 1970

	TEACHER		
	A	B	C
Second Grade	3.31	3.46	3.33
Fourth Grade	3.38	3.46	3.05
Sixth Grade	3.19	3.34	3.13
Teacher	2.70	2.85	3.00
Principal	3.20	3.05	3.25

TABLE XVII

OVERALL RATING OF THREE ELEMENTARY TEACHERS IN THE
KNOXVILLE, IOWA, SCHOOL SYSTEM IN THE RATING
SCALE FOR TEACHERS

	TEACHER		
	A	B	C
Second Grade	Excellent	Excellent	Excellent
Fourth Grade	Excellent	Excellent	Average
Sixth Grade	Good	Excellent	Good
Teacher Self Evaluation	Average	Good	Good
Principal	Good	Good	Good

The investigator notes that in most cases the students rated the overall ability of the teachers higher than did either the principal or the teacher herself. There was more consistency in the evaluation of teacher "B" than there was in the evaluation of teachers "A" and "C".

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY OF TECHNIQUE

The purpose of this study was to collect information concerning student evaluation of teachers and to compare student evaluations with those of the principals and with the teachers' self evaluations. This study was conducted using students and personnel of the Knoxville, Iowa, elementary schools.

Three second grade teachers were chosen as subjects. These teachers were evaluated by their present second grade students, by the fourth grade students who were students of the subject teachers in the second grade, and by the sixth grade students who were students of the subject teachers in the second grade. The three teachers evaluated themselves using the same Rating Scale for teachers that the students used. The elementary principals rated the teachers using the same rating scale.

The "Rating Scale for Teachers" contained twenty questions. There were four possible responses for each question (1-4 = low to high). The totals for each response, by class, for each teacher were compared as well as the totals of the principals' ratings and the teacher self evaluations.

Each of the totals were expressed as a percentage and compared. The mean response was determined for each class for each teacher. These were compared to the principal's evaluations and the teacher self evaluations. The principals' and teachers' values were also compared.

II. CONCLUSIONS

Based on the review of the literature, the following may be concluded:

1. Student evaluation, with its effect on the teacher, is one effective way of changing teacher attitude and behavior.
2. Students are basically consistent in their ideas as to the qualities of a good teacher.
3. Such factors as the sex of the student, the difficulty of the course, or the popularity of the teacher seem to have little or no relationship to student rating of teachers.

Based on the study of three elementary teachers from the Knoxville, Iowa school system, the following conclusions are drawn:

1. Students that are presently attending a teacher's class or those who attended the class two years previously rated the teacher higher than did those students who were enrolled four years previously.

2. All students, both present and past, tended to be consistent in their ratings, particularly in the areas of low ratings.
3. Principals tended to rate teachers somewhat lower than did elementary students.
4. Elementary teachers tended to rate themselves lower than did either students or elementary principals.

III. RECOMMENDATIONS

The investigator would recommend the following:

1. The development and use of an effective teacher evaluation system to be used by students at the elementary level.
2. Further study of the technique of teacher evaluation by students as an effective method of improving teacher attitude.
3. The use of student evaluation becoming an integral part of the system of evaluating teachers. This evaluation should be used specifically as a method of teacher evaluation for self analysis, and not as an administrative tool.

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APPENDIXES

APPENDIX A
SCALE FOR RATING TEACHERS

Teacher _____ Class _____
Year in School _____

INSTRUCTIONS

(Read Carefully)

This is a scale for rating teachers. The answer you give will help your teacher do a better job of teaching you.

You should mark your answer by drawing a circle around a number on the score sheet.

Please think about each question carefully and answer each honestly. All of the information will be kept confident, so you should feel free to answer each question the way you want to.

Finally, it is extremely important that you take this questionnaire seriously if it is to be of any value.

- | | | | | |
|--|--------|---------------|---------|--------|
| 1. Generally speaking, how is your teacher generally dressed? | sloppy | somewhat | usually | neat |
| 2. Is your teacher generally on time for class and recess? | never | seldom | usually | always |
| 3. Does your teacher have control of her class? | none | little | usually | much |
| 4. Is your teacher prepared for class? | no | little | usually | always |
| 5. Does your teacher allow enough time to talk about your lessons? | never | occasion-ally | usually | always |
| 6. Are your classes generally interesting and fun? | never | occasion-ally | usually | always |
| 7. Does your teacher encourage you to discuss the lesson in class? | never | occasion-ally | usually | always |

8. Is your teacher available after class or after school?	never	occasionally	usually	always
9. Does your teacher speak loudly and clearly in class?	very hard to understand	a little hard to understand	fairly easy to understand	very easy to understand
10. Does your teacher encourage you to think and talk about your ideas?	never	occasionally	usually	always
11. Is your teacher able to explain things to you easily?	never	occasionally	usually	always
12. Does your teacher give you enough time to complete your lessons?	never	occasionally	usually	always
13. Does your teacher hand back your papers and tests right away?	never	occasionally	usually	always
14. Does your teacher like to try new and different ways of teaching?	never	occasionally	usually	always
15. Does your teacher like her students and want to help them?	never	occasionally	usually	always
16. Is your teacher enthusiastic about your lessons?	never	occasionally	usually	always
17. Does your teacher have a sense of humor?	never	occasionally	usually	always
18. Is your teacher fair in handling discipline?	never	occasionally	usually	always
19. Is your teacher happy and fun to be with?	never	occasionally	usually	always
20. Over-all ranking of teacher.	below average	average	good	excellent

APPENDIX B

TOTALS OF ALL RESPONSES USING THE SCALE FOR RATING
TEACHERS TO EVALUATE TEACHER "A", KNOXVILLE,
IOWA, ELEMENTARY SYSTEM, MAY, 1970

RATERS	RATINGS			TOTALS
	1 and 2	3	4	
Second Grade Students	97	188	295	580
Fourth Grade Students	52	126	202	380
Sixth Grade Students	40	107	93	240
Teachers	9	8	3	20
Principal	2	12	6	20
TOTALS	200	441	599	1240

TOTALS OF ALL RESPONSES USING THE SCALE FOR RATING
TEACHERS TO EVALUATE TEACHER "B", KNOXVILLE,
IOWA, ELEMENTARY SYSTEM, MAY, 1970

RATERS	RATINGS			TOTALS
	1 and 2	3	4	
Second Grade Students	58	154	328	540
Fourth Grade Students	43	112	225	380
Sixth Grade Students	49	113	178	340
Teacher	5	13	2	20
Principal	7	13	0	20
TOTALS	162	405	733	1300

TOTALS OF ALL RESPONSES USING THE SCALE FOR RATING
TEACHERS TO EVALUATE TEACHER "C", KNOXVILLE,
IOWA, ELEMENTARY SYSTEM, MAY, 1970

RATERS	RATINGS			TOTALS
	1 and 2	3	4	
Second Grade Students	77	131	232	440
Fourth Grade Students	86	124	130	340
Sixth Grade Students	86	192	162	440
Teacher	2	16	2	20
Principal	1	13	6	20
TOTALS	252	476	532	1260